

# **University of Regina**

## **2006 - 2007 ANNUAL REPORT**



**UNIVERSITY OF  
REGINA**



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## President's Message

The University of Regina has a proud history of advancing knowledge and contributing to the communities we serve.

Our students are well prepared to enter the world, to compete in it and to change it, according to the values they hold and the culture they embrace.

In the sciences, and the arts, in engineering, and business, in the studies of justice and language, in opening our campus to students from every corner of the world, our University is alive with great achievements and possibilities.

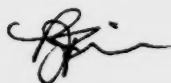
This is reflected in a number of exciting new degree and certificate programs that were introduced in the past year. Those new offerings include an Executive MBA program; a community based Master of Education degree, and course offerings in our bachelor of health studies program.

Our research enterprise is equally dynamic. Every discipline is deeply engaged in scholarly work. Moreover, the interdisciplinary and collaborative nature of research today is inspiring, as many research projects involve collaboration among researchers from different faculties, between faculty and students, or with researchers at other universities.

We don't meet our objectives in isolation. Our relationships with the provincial government and with the University of Saskatchewan are excellent. The University is supported by and is committed to working with its federated partners, Campion College, First Nations University of Canada and Luther College, to achieve its stated mission and goals.

Our efforts were also advanced by the successful conclusion to the University's most recent fundraising endeavour, the *Building Dreams and Futures* campaign. This spring we proudly announced we had surpassed our campaign target by raising over \$82 million. Our fundraising success reflects the University's growing reputation and allows us to continue to advance knowledge and to serve our communities.

As you read through the 2006-2007 annual report you will discover why those of us most closely associated with the University of Regina are so positive about its future.



Dr. Jim Tomkins  
President and Vice-Chancellor



# Chair's Message

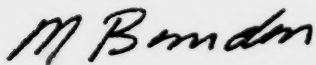
On behalf of the Board of Governors, it is my pleasure to present the University of Regina 2006-2007 annual report. Within its pages you will find detailed information regarding the progress we've made towards our institutional objectives in the past year.

This marks the third reporting period in which we have employed our five-year performance measurement framework "Building on Progress: The Plan for 2004-2009". The framework, its 13 aims, its measures and its targets provide a means of measuring our success in carrying out the University's vision, mission and goals. The framework focuses institutional decision making and makes us accountable to our many partners.

I would like to recognize the tremendous dedication, expertise, and commitment I have witnessed from all those associated with the University of Regina in this, my first year as Board Chair.

Our success stems from the dedication of our students, faculty members and alumni. It comes as well from our growing research capacity and our strong connections to the communities we serve. It is also a product of the daily efforts of all those who make the University of Regina a preferred place to study and work.

I welcome the opportunity to convey to you the excitement and enthusiasm that is driving excellence in teaching and research at the University of Regina. I trust you will find the 2006-2007 annual report informative and a clear demonstration of our accountability and progress.

A handwritten signature in black ink, reading "Mo Bundon". The signature is written in a cursive, flowing style.

Mo Bundon  
Chair, Board of Governors

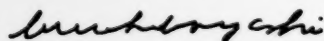
## Chancellor's Message

During my time as Chancellor I have had the pleasure to confer more than 13,500 degrees, diplomas and certificates. In the past year alone, 2,185 undergraduate degrees, diplomas and certificates were earned by our students.

It provides great satisfaction to know that those graduates are keenly connected to and participant in our global society. I take great pride in their academic achievements. Their accomplishments reflect their own dedication and hard work as well as the commitment and talents of the University's faculty and staff.

This annual report charts our progress as our University moves with confidence into a future that is rich with opportunity. Universities provide tremendous benefits to societies, to economies, and most importantly, to individuals as they fulfill their goals and make our world a better place. As you read our annual report, particularly those measures that reflect student confidence and value in their University of Regina degrees, you will understand why we can be optimistic about our future.

As I end my term as Chancellor of the University of Regina I would like to thank all the students, faculty, staff, members of the Board of Governors and Senate, alumni, and all the others who have made the past six years so memorable.



Arthur Wakabayashi, CM  
Chancellor

# Introduction

This annual report describes the actions and accomplishments of the University of Regina during the 2006-2007 fiscal year.

In November 2004, the University's Board of Governors approved *Building on Progress: The Plan for 2004-2009*. It is a five-year planning framework that provides realistic, achievable objectives for improving the University of Regina as it strives to carry out its vision, mission and goals. The plan defines 13 aims for the University in four categories: Fundamentals, Opportunities, Resources and External Stakeholders. Once fully developed the Performance Management Framework will provide clear measures and targets for each aim, many of which are benchmarked to national norms.

The 2006-2007 annual report uses this outcome-oriented format to report on the University's achievements and progress over the year. This enhances our accountability to government, our many partners and the many communities we serve.

## Who We Are

### Vision

The University of Regina is a scholarly community that serves the larger community by advancing, sharing and applying knowledge, and by facilitating the development of thoughtful, creative, adaptable, contributing and humane citizens.

### Mission

The University of Regina preserves, transmits, interprets and enhances the cultural, scientific and artistic heritage of humanity through the acquisition and expansion of knowledge and understanding. We apply our skills in the service of society by facilitating constructive criticism, independent thinking, free discussion and the pursuit of truth, while respecting the rights and responsibilities associated with academic freedom.

By interpreting the past and examining and clarifying contemporary thinking we shape the possibilities of the future. We are open to change and enthusiastic about investigation and creativity. We combine a unity of purpose with a diversity of outlook.

By encouraging the development of their potential, we prepare our students to participate fully in society, and to respond to the demands of a rapidly changing world in ways that are consistent with the highest human values and aspirations.

### Goals

- Teaching and Learning: Give our students an enviable learning experience.
- Scholarship and Research: Sustain a vibrant research enterprise where faculty members are enthusiastic about intellectual activity, both curiosity-driven and applied.
- Service: Take our academic expertise into the community in response to requests or our own perceptions of need.
- People: Make the University of Regina a preferred place to study and work.
- Internationalization: Integrate a national and international perspective into our fundamental threefold mission of instruction, research, and service.
- Accountability: Provide sufficient information to allow informed evaluation of our performance.

# GOVERNANCE

*The University of Regina Act* sets the governance model for the University. Typical of Canadian universities, the model is *bicameral* – there is one decision stream for the administrative and business affairs of the University and another stream for academic matters.

## Board of Governors

The Board of Governors is responsible for general oversight of the University, including its administrative and business affairs. It sets non-academic institutional policies, reviews and approves expenditures, directs the annual audit, and appoints the president, vice-presidents and university secretary. Certain academic decisions are subject to Board approval, including new programs and major changes to programs.

## Senate

Senate is the senior academic decision-making body. Unlike most Canadian universities, Saskatchewan universities have senates comprised of members elected by Convocation (alumni), members representing a variety of professional and related societies in the province, the Minister and Deputy Minister of Advanced Education and Employment, student representatives, and senior officials of the University and its affiliated and federated colleges. The Senate makes decisions on recommendations from Council. The Chancellor, elected by the members of Convocation, chairs Senate.

## Council

Council consists of all the academic staff of the University and certain *ex officio* members. Council has some independent decision-making powers, but primarily reviews and recommends to Senate academic matters that come forward from the faculties. Council has delegated its authority to the Executive of Council, comprised of academic staff elected by their colleagues in each faculty, the Library, the federated colleges and other academic units such as the Centre for Continuing Education, and certain *ex officio* members including all deans, deans and presidents of the Federated Colleges and student representatives. The President is the chair of Council and of the Executive of Council.

## The University of Regina

Since attaining independent degree-granting status in 1974, the University of Regina has grown in response to the needs of the province. The University encompasses nine faculties, 25 academic departments, and 16 research institutes and centres. Three federated colleges are located on campus: Campion College, First Nations University of Canada and Luther College.

The main campus and historic College Avenue campus provide an attractive study and work environment for more than 12,000 full- and part-time students, 1,400 permanent and term employees and approximately 1,200 casual employees.

Specialized programs are offered in a number of areas including journalism, social work, media production and studies, actuarial science, petroleum engineering, fine arts, software systems, education, police studies, health studies, public policy and administration, and many others.

The University creates capacity for social, cultural and economic development, and has long been recognized as a major player in strengthening and diversifying the local economy.

In the 2006-07 fiscal year, the University's operating budget was \$123 million. The annual payroll of about \$89 million has a significant economic impact in Regina and the surrounding area. This is in addition to the financial impact of construction activities, the significant contribution made to the city of Regina's economy by students, and the commercialization of University research.

The University of Regina contributes to life in the community in myriad ways. The University is a popular venue for concerts, art, sports, public lectures and theatre, and is a source of invaluable expertise in many areas.

# 2006-07 Results at a Glance

## Summary of Performance Results

The University of Regina's plan, *Building on Progress: The Plan for 2004-2009*, sets out a number of aims for the University during the plan's five-year period. Presented below are the most significant performance results for the University of Regina for 2006-2007. Full details appear in the section that follows.

**Aim 1: Continue to lead in the provision of high quality education**

- Student satisfaction with the quality of their education at the University and their decision to attend the University increased and continued to exceed national norms.

**Aim 2: Grow and sustain a balanced research culture**

- The University increased its funding from the national granting councils.
- Graduate student enrolment increased by over 10 per cent.

**Aim 3: Contribute our expertise to the life and progress of the community**

- The second annual University of Regina Student Research Conference was held.

**Aim 4: Expand and diversify the student body**

- Aboriginal students made up 12.8 per cent of new admissions to the University, the fourth consecutive year in which this percentage has risen.

**Aim 5: Provide superior student experience**

- Students at the University of Regina report higher levels of satisfaction with student services than students at other Canadian universities. Satisfaction rates at the University of Regina continue to increase.

**Aim 7: Enhance alumni commitment**

- The percentage of alumni who give to the University increased.

**Aim 8: Improve on the use of management information**

- The University collaborated with Saskatchewan's Department of Advanced Education and Employment and other post-secondary institutions in the province to conduct the first sector-wide survey of recent graduates.

**Aim 10: Strengthen sustainability**

- The *Building Dreams and Futures* campaign surpassed its \$75 million target.
- The University spent \$5 million for plant renewal and adaptation.

**Aim 12: Demonstrate responsible management**

- The 2005-2006 Financial Statements received an unqualified opinion from the Provincial Auditor.

**Aim 13: Build and maintain beneficial partnerships and relationships**

- The University was instrumental in establishing SpringBoard West Innovations Inc.

## Summary of Financial Results

a) **Revenues**

The University of Regina recorded revenues and contributions in 2006-2007 of \$197,998,000.

b) **Expenses**

The University of Regina had expenses in 2006-2007 of \$154,352,000.

c) **Change in Fund Balance**

Overall, the University of Regina recorded a net increase in fund balance in 2006-2007 of \$43,646,000. This is primarily the result of funding for Lab Building additions and an increase in the University's pension benefit asset.

For comparisons of the University's revenues and expenses to budget for each of its funds, please see Note 15 Budget versus Actual for 2007 in the University's full audited financial statements.

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at <http://www.uregina.ca/fs> and choosing the 'Financial Statements' link.



# 2006-07 Performance Results

The information that follows is organized according to the University of Regina's performance measurement framework. The performance measurement framework is used by the University to monitor and report on progress toward achieving the vision, mission and goals of the University as expressed in our recent strategic plans, *Reaching our Potential: Planning for Progress 2002-2006* and *Building on Progress: The Plan for 2004-2009* (section III).

## The University's Goals and the Performance Measurement Framework

The performance measurement framework was created in *Building on Progress: The Plan for 2004-2009* (section V) as an instrument for measuring and reporting progress regarding the plan. It was not intended that the aims and measures in the performance measurement framework would provide a complete assessment of the University's progress with respect to the goals and objectives in the University plan. Nevertheless, it is helpful to illustrate the relationship between the aims in the performance measurement framework and the University's long term goals and objectives.

The following table lays out the connections between the goals and objectives and the aims. The table has been created specifically for this report to demonstrate that, while the coverage is not complete, progress with respect to most of the goals and objectives is measured in some manner in the performance measurement framework and the data reported in the annual report.

GOALS AND OBJECTIVES	AIMS
<p><b>Teaching and Learning:</b> Give our students an enviable learning experience.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>1.1 The quality of the learning experience and of academic programs is continually improved</li> <li>1.2 Students' needs, available resources and course/program offerings are well aligned</li> <li>1.3 Funding for undergraduate and graduate student financial support is at least doubled</li> </ul>	<p><b>Aim 1: Continue to lead in the provision of high quality education</b></p> <p><b>Aim 5: Provide superior student experience</b></p>
<p><b>Scholarship and Research:</b> Sustain a vibrant research enterprise where faculty members are enthusiastic about intellectual activity, both curiosity-driven and applied.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>2.1 All faculty are active in scholarship and research and output continues to grow</li> <li>2.2 Student involvement in scholarship and research is increased</li> <li>2.3 Financial and administrative support for scholarship and research are doubled</li> <li>2.4 Total external research funding is doubled</li> </ul>	<p><b>Aim 2: Grow and sustain a balanced research culture</b></p>



GOALS AND OBJECTIVES	AIMS
<p><b>Service:</b> Take our academic expertise into the community in response to requests or our own perceptions of need.</p> <p><b>Objectives:</b></p> <p>3.1 Members of the University increasingly use their academic and professional expertise to support cultural, social and economic development in the wider community</p> <p>3.2 Scholarship and research are increasingly disseminated in the wider community</p> <p>3.3 Technology transfer is facilitated</p>	<p><b>Aim 3: Contribute our expertise to the life and progress of the community</b></p> <p><b>Aim 13: Build and maintain beneficial partnerships and relationships</b></p>
<p><b>People:</b> Make the University of Regina a preferred place to study and work.</p> <p><b>Objectives:</b></p> <p>4.1 Increased overall enrolment, including: a 20 per cent increase in total enrolment; an increase in graduate student enrolment to 15 per cent of the total; and an increase in international student enrolment to 10 per cent of the total; while maintaining domestic enrolments, attracting more top Saskatchewan high school graduates and, in co-operation with First Nations University of Canada, increasing the number of Aboriginal students</p> <p>4.2 A faculty and staff complement appropriate to enrolment and activities, with a larger proportion of permanent positions</p> <p>4.3 Salaries, benefits and support for faculty and staff that are competitive with similar universities and employers</p> <p>4.4 Improved quality of community life on campus</p> <p>4.5 Increased pride in the University among members of the immediate University community (students, faculty, staff and alumni), and improved profile of the University regionally, provincially, nationally and internationally</p>	<p><b>Aim 4: Expand and diversify the student body</b></p> <p><b>Aim 6: Attract, encourage and develop exemplary faculty and staff</b></p> <p><b>Aim 9: Apply resources well</b></p> <p><b>Aim 7: Enhance alumni commitment</b></p> <p><b>Aim 11: Enhance the University's recognition and esteem</b></p>
<p><b>Internationalization:</b> Integrate a national and international perspective into our fundamental threefold mission of instruction, research, and service.</p> <p><b>Objectives:</b></p> <p>5.1 Students gain international awareness and understanding</p> <p>5.2 Exchanges of students and faculty members with universities in other countries continue to increase</p> <p>5.3 Support services for international students and collaborations in teaching, research and service are increased and improved</p>	<p><b>Aim 4: Expand and diversify the student body</b></p>
<p><b>Accountability:</b> Provide sufficient information to allow informed evaluation of our performance.</p> <p><b>Objectives:</b></p> <p>6.1 Develop and implement a strategy for increasing awareness among key audiences of the University's progress</p> <p>6.2 Maintain and enhance reporting processes to government</p> <p>6.3 Ensure internal lines of responsibility and accountability are clear and understood</p>	<p><b>Aim 12: Demonstrate responsible management and governance</b></p> <p><b>Aim 10: Strengthen sustainability</b></p> <p><b>Aim 11: Enhance the University's recognition and esteem</b></p> <p><b>Aim 8: Improve on the use of management information</b></p>

# FUNDAMENTALS

The following two aims reflect the three fundamental areas of focus for our university: teaching and learning, research and scholarship, and community service.

## **Aim 1: Continue to lead in the provision of high quality education**

The University of Regina is committed to providing its students with an enviable learning experience and educational opportunities that are equal to, or better than, those at other Canadian universities of similar size and breadth of programming. The University of Regina regularly gathers students' evaluations of their experience at the University. The University also partners with other universities to allow benchmarking of the results of such surveys. During 2006-2007, the University of Regina worked with the Department of Advanced Education and Employment and other post-secondary education providers in the province to conduct a survey of recent graduates of all of the institutions. The report on the results of that survey was released by Advanced Education and Employment early in 2007-2008.

The University continued its participation in the Canadian Undergraduate Survey Consortium (see CUSC results p. 14). The University also partnered with Cypress Hills College and South East Regional College in surveys of college students taking university courses. For the first time, the University participated in the Canadian Graduate and Professional Student Survey (GPSS), from which results will be available in July 2007.

The University's participation in such surveys provides valuable feedback on students' perceptions of the quality of the teaching and educational experience at the University of Regina. It also helps the University identify opportunities for improvement.

- i) The National Survey of Student Engagement (NSSE) collects information from undergraduate university students at participating universities to assess the extent to which the students engage in educationally effective activities. The guiding premise of NSSE is "that student participation in these activities at reasonable levels is a meaningful proxy for (institutional) quality."

Developed in the U.S., NSSE was first deployed in Canada in 2004 with 11 participating universities. In 2005, the University of Regina and seven other Canadian universities (including two of the 2004 participants) undertook NSSE surveys as a consortium, sharing results. For the University of Regina, 883 students completed the survey, 34 per cent of a random sample of 1,143 first-year students and 45 per cent of all 1,118 senior students.



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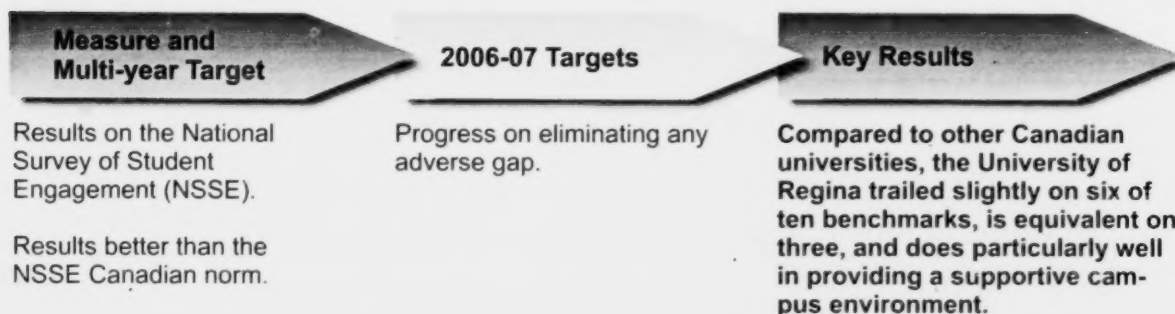
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### NSSE Benchmark Scores

The student survey results are compiled by the NSSE organization into benchmark scores for five composite areas that measure, for example, how much active and collaborative learning students engage in. These benchmarks facilitate comparisons of a university's performance in supporting student learning with that of its peer institutions.

	First-year students	Senior students
<u>Level of Academic Challenge</u>		
University of Regina (2005)	45.7	51.1
2006 Ontario universities <sup>1</sup>	50.6	55.1
2005 Canadian universities <sup>2</sup>	49.5	54.2
2004 Large Canadian universities <sup>3</sup>	52.6	55.6
<u>Active and Collaborative Learning</u>		
University of Regina (2005)	32.6	44.6
2006 Ontario universities	34.4	42.8
2005 Canadian universities	35.9	45.8
2004 Large Canadian universities	34.8	40.6
<u>Student-Faculty Interaction</u>		
University of Regina (2005)	21.8	29.8
2006 Ontario universities	22.0	31.3
2005 Canadian universities	23.7	32.2
2004 Large Canadian universities	21.1	31.0
<u>Enriching Educational Experiences</u>		
University of Regina (2005)	20.6	32.6
2006 Ontario universities	24.4	33.7
2005 Canadian universities	24.2	33.2
2004 Large Canadian universities	25.7	35.1
<u>Supportive Campus Environment</u>		
University of Regina (2005)	51.8	51.5
2006 Ontario universities	55.3	50.5
2005 Canadian universities	53.2	49.6
2004 Large Canadian universities	56.8	51.2

<sup>1</sup>19 Ontario universities

<sup>2</sup>Acadia University, Carleton University, Ryerson University, University of New Brunswick – Fredericton Campus, University of Ottawa, University of Windsor, York University

<sup>3</sup>University of Alberta, University of British Columbia, McGill University, McMaster University, Queen's University, University of Toronto, Waterloo University, and the University of Western Ontario.

Data sources: NSSE Benchmark Report University of Regina, National Survey of Student Engagement, November 2005; Harriett Eisenkraft, "Students Get Their Say", *University Affairs*, March 2006, [www.universityaffairs.ca](http://www.universityaffairs.ca); Carleton University Benchmark Comparisons, August 2006

### Discussion

NSSE uses a statistical technique to assess how much an individual university's scores vary from those of comparator universities. The differences can be described as "small", "moderate", or "large". The differences between the scores for University of Regina and the mean scores for the other Canadian institutions (2005 participants) all fall within the "small" range.

ii) For a number of years the University of Regina has participated in the Canadian Undergraduate Survey Consortium (CUSC) in which up to 35 Canadian universities have surveyed a random sample of undergraduate students about their undergraduate experience and their satisfaction with the learning and student support environment. CUSC operates on a three-year cycle, surveying samples of first-year undergraduates, all undergraduates, and graduating undergraduates in successive years. In the spring of 2007, 46 per cent of a sample of 1000 first-year University of Regina students responded to the survey.

**Measure and Multi-year Target**

Results of student satisfaction surveys.

Satisfaction with the university and their program better than the CUSC norm.

**2006-07 Targets**

Maintain institutional satisfaction above the norm.  
Identify and close any gaps at the program level.

**Key Results**

**Satisfaction of first-year students with the decision to attend the University of Regina was 95 per cent, (up from 92 per cent in 2004), compared to 91 per cent for first-year students at other mid-sized universities.**

**Satisfaction of graduating students with the quality of education at the University of Regina was 89 per cent (up from 84 per cent in 2004), compared to 88 per cent for students at other mid-sized universities in the survey.**

**Results from CUSC surveys**  
**Percentage of students who were satisfied or very satisfied with their decision to attend their university**

	University of Regina	Other mid-sized universities
First-year students		
2007	95	91
2004	92	90
2001	95	93
Graduating students		
2006	92	90
2003	90	87
2000	88	86
All undergraduates		
2005	91	90
2002	91	88

**Percentage of students who were satisfied or very satisfied with the overall quality of education (or teaching) they received**

	University of Regina	Other mid-sized universities
First-year students		
2007	89	88
2004	84	82
2001	86	86
Graduating students		
2006	94	90
2003	94	90
2000	91	89
All undergraduates		
2005	91	88
2002	85	80

Data sources: Annual reports and SPSS data files prepared for the Canadian Undergraduate Survey Consortium by PRA Inc.  
Percentages are based on those who offered a rating

**Discussion**

Satisfaction levels for University of Regina continue to increase. The University's results in the CUSC survey continue to exceed the results of similar participating universities.

If sample sizes are large enough, the CUSC data can also yield comparisons at the program level. For example, from the 2004 survey of first-year students, satisfaction levels for the quality of teaching among education students at the University of Regina was 92 per cent compared to 89 per cent for education students at all other CUSC universities. Among the same survey group, the satisfaction with the decision to attend the University of Regina was 95 per cent compared with 90 per cent for education students at all other CUSC universities.

Notwithstanding its superior performance, the University continues to examine and introduce initiatives aimed at improving the quality of its undergraduate learning experience.

## Aim 2: Grow and sustain a balanced research culture

Research and scholarship is fundamental to the University of Regina as a goal in itself and a foundation to the quality and currency of the education offered to graduate and undergraduate students.

- i) There is no completely satisfactory methodology for aggregating and benchmarking all of the various forms of scholarly production within a university. They vary from discipline to discipline. Research funding examines the external financial support obtained through peer review by researchers at the university in national competitions that judge the potential worthiness of proposed research activities and the track record of researchers. The measure tracks funding from the three federal granting councils which provide about one-quarter of external annual research funding: the Social Sciences and Humanities Research Council of Canada (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes of Health Research (CIHR). A three-year moving average is used to smooth out the annual fluctuations in funding that occur as the result of multi-year research project funding. The three-year average is also significant because federal allocations of Canada Research Chairs and funding to universities for the Indirect Costs of Research have been based on these data.



Three-year average annual growth rates in granting council funding (percentage)

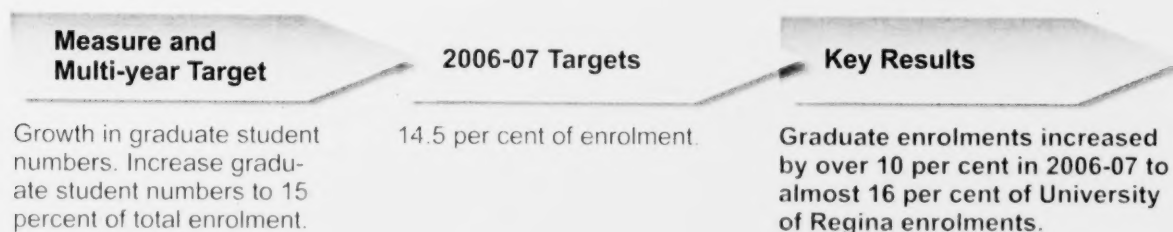
	University of Regina	All Canadian Universities
2003-2006	1.19	2.69
2002-2005	4.07	3.08
2001-2004	4.13	3.75
2000-2003	3.74	3.89

Data source: Unpublished reports from the Canada Research Chairs and Indirect Costs of Research programs, various dates.

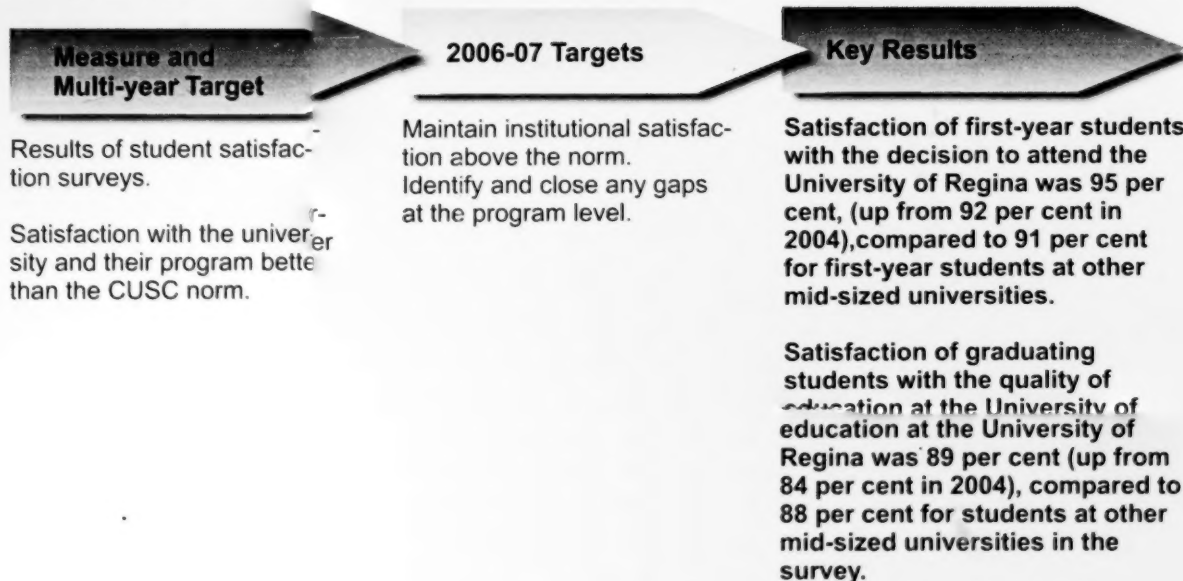
### Discussion

Research funding to the University from all sources has stabilized over the past three years after years of significant growth. During the past six years University researchers have had considerable success in building innovative research programs and achieving granting council funding, particularly from NSERC, CIHR and interdisciplinary strategic research funding programs.

- ii) Growth in graduate student numbers increases the scholarly activities of students in advanced studies in preparing theses, project reports, and other forms of new knowledge. (It is recognized that many University of Regina graduate students are enrolled in professional or course-based programs.)







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2005	91	90
2002	91	88

**Percentage of students who were satisfied or very satisfied with the overall quality of education (or teaching) they received**

	University of Regina	Other mid-sized universities
First-year students		
2007	89	88
2004	84	82
2001	86	86
Graduating students		
2006	94	90
2003	94	90
2000	91	89
All undergraduates		
2005	91	88
2002	85	80

Data sources: Annual reports and SPSS data files prepared for the Canadian Undergraduate Survey Consortium by PRA Inc.  
 Percentages are based on those who offered a rating

## Discussion

Satisfaction levels for University of Regina continue to increase. The University's results in the CUSC survey continue to exceed the results of similar participating universities.

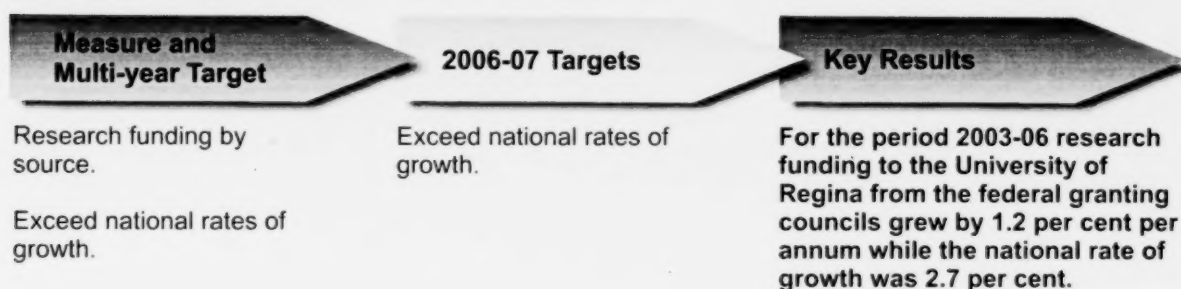
If sample sizes are large enough, the CUSC data can also yield comparisons at the program level. For example, from the 2004 survey of first-year students, satisfaction levels for the quality of teaching among education students at the University of Regina was 92 per cent compared to 89 per cent for education students at all other CUSC universities. Among the same survey group, the satisfaction with the decision to attend the University of Regina was 95 per cent compared with 90 per cent for education students at all other CUSC universities.

Notwithstanding its superior performance, the University continues to examine and introduce initiatives aimed at improving the quality of its undergraduate learning experience.

## Aim 2: Grow and sustain a balanced research culture

Research and scholarship is fundamental to the University of Regina as a goal in itself and a foundation to the quality and currency of the education offered to graduate and undergraduate students.

- i) There is no completely satisfactory methodology for aggregating and benchmarking all of the various forms of scholarly production within a university. They vary from discipline to discipline. Research funding examines the external financial support obtained through peer review by researchers at the university in national competitions that judge the potential worthiness of proposed research activities and the track record of researchers. The measure tracks funding from the three federal granting councils which provide about one-quarter of external annual research funding: the Social Sciences and Humanities Research Council of Canada (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes of Health Research (CIHR). A three-year moving average is used to smooth out the annual fluctuations in funding that occur as the result of multi-year research project funding. The three-year average is also significant because federal allocations of Canada Research Chairs and funding to universities for the Indirect Costs of Research have been based on these data.



Three-year average annual growth rates in granting council funding (percentage)

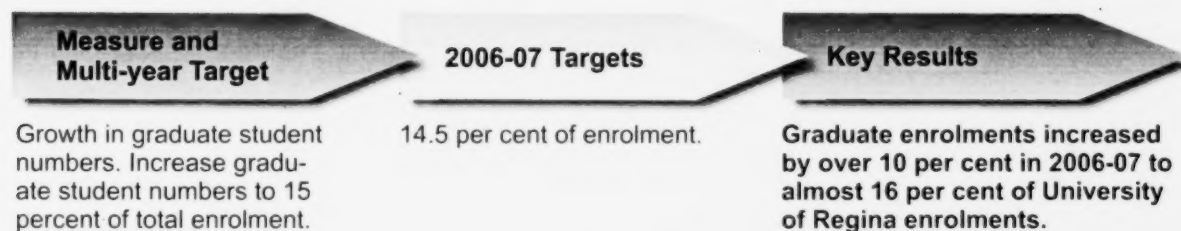
	University of Regina	All Canadian Universities
2003-2006	1.19	2.69
2002-2005	4.07	3.08
2001-2004	4.13	3.75
2000-2003	3.74	3.89

Data source: Unpublished reports from the Canada Research Chairs and Indirect Costs of Research programs, various dates.

### Discussion

Research funding to the University from all sources has stabilized over the past three years after years of significant growth. During the past six years University researchers have had considerable success in building innovative research programs and achieving granting council funding, particularly from NSERC, CIHR and interdisciplinary strategic research funding programs.

- ii) Growth in graduate student numbers increases the scholarly activities of students in advanced studies in preparing theses, project reports, and other forms of new knowledge. (It is recognized that many University of Regina graduate students are enrolled in professional or course-based programs.)





### Graduate student enrolments, University of Regina

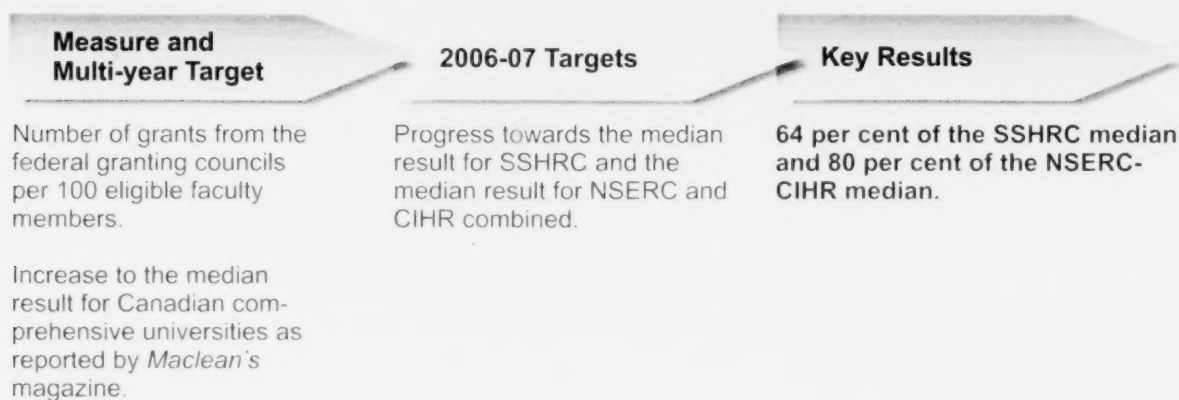
	Graduate Enrolments	Percentage Increase	Percentage of all Students
Fall 2006	1,540	10.24	15.95
Fall 2005	1,397	5.67	14.55
Fall 2004	1,322	7.65	14.01
Fall 2003	1,228	10.73	13.42
Fall 2002	1,109	1.84	12.32

Data source: University of Regina Fact Book Reports, <http://www.uregina.ca/presoff/orp/factbook.shtml>. Excludes federated colleges where only an occasional graduate student enrolls.

### Discussion

Growth in graduate student numbers was substantial in 2006-2007, led by the new executive master of business administration program and the master of public administration program in the Graduate School of Public Policy. As a result, the target for this measure has been surpassed ahead of schedule.

- iii) Another measure of faculty research activity is the number of grants obtained from the national granting councils.



### Grants from the granting councils per 100 eligible faculty members Percentage of Median for comprehensive Canadian universities

	SSHRC	NSERC & CIHR
2005-06	64	80
2004-05	69	79
2003-04	92	83
2002-03	75	76
1999-2000	45	67

Data sources: *Maclean's* magazine, annual university ranking issues. Results are published in the November for the previous year and thus are available only with a one year lag.

### Discussion

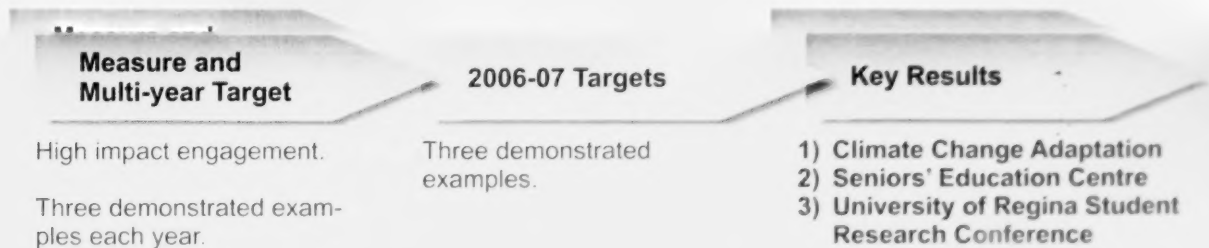
Many other Canadian universities have experienced declining numbers of grants per faculty member and so the benchmark medians declined in 2005-2006. Although all national granting council funding to the University dipped in 2004-2005, it rebounded in 2005-2006. All three national granting council grant totals increased. The expansion of the University's Lab Building in 2008 will contribute to renewed growth through providing increased space for the conduct of scientific research.

## OPPORTUNITIES

The next set of aims responds to the challenges posed by the six goals identified in the University of Regina's strategic plan.

### **Aim 3: Contribute our expertise to the life and progress of the community**

The scholarly community has expertise that can be used in service to society through the examination of socially relevant problems. The University, as an institution, also has a range of other resources that can respond to a variety of community needs. Achievements with respect to this aim do not easily lend themselves to quantifiable measures; as a result, the performance measurement framework describes annually three examples of high impact community engagement.



#### **Discussion**

- 1) **Climate Change Adaptation:** The University's Prairie Adaptation Research Collaborative (PARC) brings together University researchers and partners from around the world to conduct research on climate change impacts in the Prairie provinces. Projects underway include studies on the impact of climate change in the South Saskatchewan River basin and a project examining the vulnerability of Prairie grasslands. PARC also contributed to the recent National Assessment on Climate Change (NACC), a cross-country research project on climate change that looked to generate workable options to adapt to climate change in Canada.
- 2) **Seniors' Education Centre:** Founded in July 1977, the Seniors' Education Centre (SEC) provides education programs for older adults in Regina and area. The Centre offers approximately 180 courses annually that are geared toward stimulating participants' intellectual, emotional and physical well-being in order to enrich their lives and adaptive abilities. The Centre conducts applied research and community development work in such areas as literacy, elder abuse, health promotion and distance education. As well, SEC is involved in a number of outreach programs in the areas of older adult literacy, promoting cross-cultural understanding and providing learning opportunities for seniors in rural communities.
- 3) **Student Research Conference**  
The University of Regina's annual Student Research Conference is an opportunity for undergraduate and graduate students to showcase their work by sharing their research with peers and the general public. Ninety-one students in disciplines ranging from fine arts, humanities, social sciences, natural sciences, and engineering presented at the 2007 conference.

### **Aim 4: Expand and diversify the student body**

One of the goals of the strategic plan is to make the University of Regina a preferred place to study and work. Another is to integrate a national and international perspective into our mission. This can be done in part by increasing the number of students from other provinces and other countries. The target under Aim 2 of expanding graduate student numbers also addresses this aim. The University, recognizing the particular reality of Saskatchewan, has set an ambitious target for growth in the number of Aboriginal students, in partnership with First Nations University of Canada and other Aboriginal organizations.

### Graduate student enrolments, University of Regina

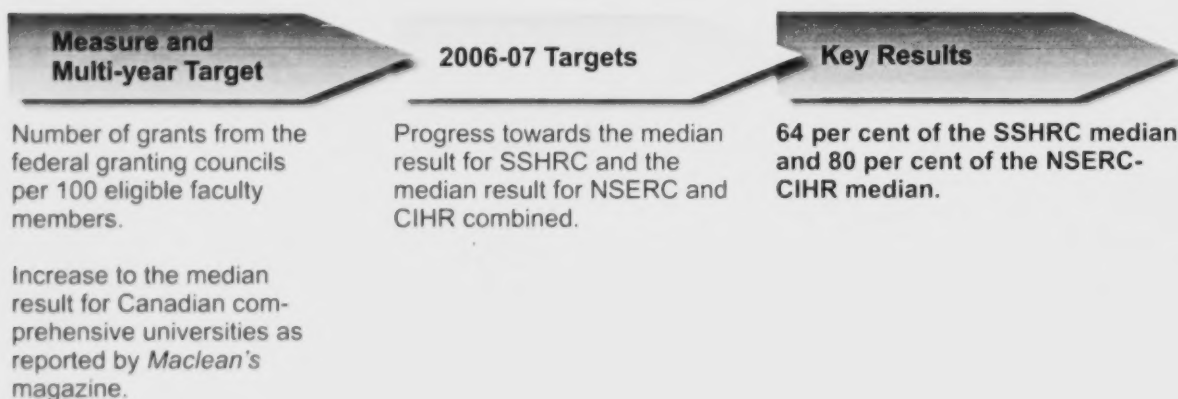
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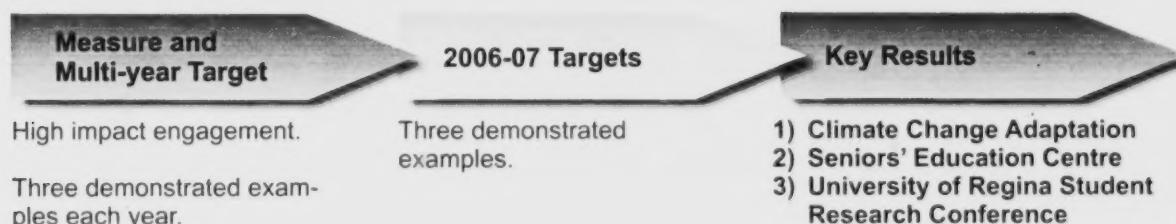
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As part of its enrolment strategy, the University plans to maintain the number of undergraduate students who come to it from other provinces and increase its enrolment of international students and Aboriginal students.

i)

Measure and Multi-year Target	2006-07 Targets	Key Results
Enrolment statistics.  Maintain Canadian non-Aboriginal undergraduate enrolments.	Maintain 2004-05 level of enrolments.	From fall 2005 to fall 2006, new admissions of Canadian non-Aboriginal students decreased by 3 per cent.

#### Canadian non-Aboriginal student new admissions, University of Regina

	Admissions	Percentage increase
Fall 2006	1,767	(3.0)
Fall 2005	1,821	2.42
Fall 2004	1,780	19.5

Data source: Report prepared by Office of Resource Planning from Banner student information data; excludes federated colleges. Since information on the Aboriginal status of students began to be collected only in the fall of 2003 and is collected at time of admission, progress toward this target cannot yet be measured for the full student population but only for new admissions.

#### Discussion

In 2006-2007, the number of new Canadian non-Aboriginal students declined marginally. The strength of the Saskatchewan labour market is believed to be a major factor in this result.

ii)

Measure and Multi-year Target	2006-07 Targets	Key Results
Increase international students to 10 per cent of the student body.	Increase international students to 9.7 per cent of the student body.	The percentage of international students decreased from 9.8 per cent to 8.9 per cent of enrolments at the University of Regina.

#### International student enrolments, University of Regina

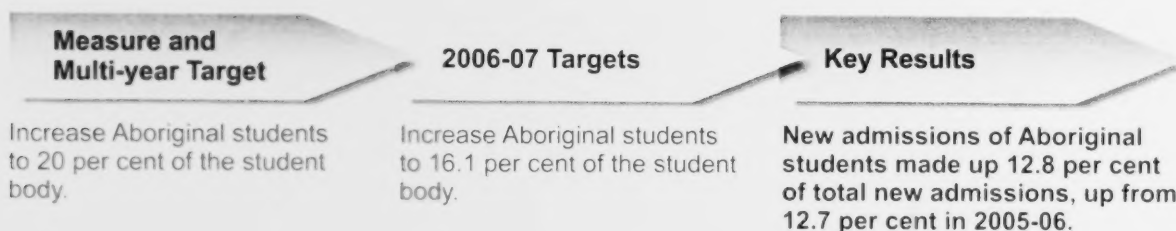
	International Students	Percentage Increase	Percentage of all Students
Fall 2006	860	(8.5)	8.91
Fall 2005	940	6.7	9.79
Fall 2004	881	20.7	9.34
Fall 2003	730	27.0	7.98
Fall 2002	575	31.6	6.39

Data source: University of Regina Fact Book Reports, <http://www.uregina.ca/presoff/orp/factbook.shtml>  
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#### Discussion

After a number of years of significant growth the international student body at the University of Regina decreased by 120 students in 2006-2007. At the same time the number of Canadian students increased by over 130 (1.6 per cent). As a result, international students as a percentage of the total student body dropped to just under nine per cent. The University continues an active program of international recruiting and has increased services to international students on campus. In the 2007 CUSC survey of first-year students, 96 per cent of University of Regina students who used the University's services for international students reported that they were satisfied or very satisfied with the services. At other universities, the satisfaction rating was 91 per cent. Joint academic programs with foreign universities, including a number of new agreements, have proven to be a particularly effective means of bringing students from the rest of the world to the University of Regina.

iii)



#### Aboriginal student new admissions, University of Regina

	Aboriginal students	Change	Percentage of all new admissions
Fall 2006	351	(5.4)	12.8
Fall 2005	371	(1.6)	12.7
Fall 2004	377	24.4	12.6
Fall 2003	303	---	11.7

Data source: University of Regina Fact Book Reports, <http://www.uregina.ca/presoff/orp/factbook.shtml>. Includes federated colleges.  
 Note: These figures are based on self-declaration and underestimate the actual number of Aboriginal students by an unknown amount.

#### Discussion

While the number of Aboriginal students admitted to the University of Regina (excluding the federated colleges) increased slightly, for the second consecutive year this gain was offset by a larger decline at the federated colleges. In a recent survey, the University of Regina was found to have the second highest percentage of Aboriginal graduates from Saskatchewan institutions in 2004. The Saskatchewan Indian Institute of Technologies was highest at 96.3 per cent, followed by the University of Regina (11.9 per cent), SIAST (11.8 per cent), and the University of Saskatchewan (5.5 per cent). In the 2007 CUSC survey of first-year students, 94 per cent of University of Regina students who used the University's services for First Nations students reported that they were satisfied or very satisfied with the services.

### Aim 5: Provide superior student experience

- i) The University's goal of providing an enviable learning experience is facilitated and enhanced by the quality of the various support services, academic and non-academic, available to its students.





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iii)

Measure and Multi-year Target	2006-07 Targets	Key Results
Increase Aboriginal students to 20 per cent of the student body.	Increase Aboriginal students to 16.1 per cent of the student body.	New admissions of Aboriginal students made up 12.8 per cent of total new admissions, up from 12.7 per cent in 2005-06.

#### Aboriginal student new admissions, University of Regina

	Aboriginal students	Change	Percentage of all new admissions
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Measure and Multi-year Target	2006-07 Targets	Key Results
Results of student satisfaction surveys.  Satisfaction with services greater than the CUSC norm.	Maintain superior performance.	Students at the University of Regina report higher levels of satisfaction with student services than students at other Canadian universities and at mid-sized Canadian universities. Satisfaction rates at the University of Regina are increasing over time.



**CUSC student service satisfaction results**

(An index of undergraduates' evaluations of key student services. Computed using results from the annual CUSC survey. Per cent very satisfied or satisfied.)

**First-year students, 2007 and 2004**

	2007			2004		
	Regina	All universities	Medium-sized	Regina	All universities	Medium-sized
Library	96	95	95	94	92	91
Access to computers	97	95	96	91	89	89
Instructional facilities	95	91	91	93	88	86
Class size	93	90	90	94	86	83
Athletic/recreational facilities	98	92	95	89	88	88
Book store	92	89	88	85	84	78
Social activities	97	93	91	88	83	81
Food services	91	72	72	90	70	65
Parking	57	62	59	54	48	48
<b>Average, 9 services</b>	<b>91</b>	<b>87</b>	<b>85</b>	<b>86</b>	<b>81</b>	<b>79</b>

**Graduating Students, 2006**

	2006			
	Regina	All universities	Medium-sized	
Library	91	88	90	*Comparable service satisfaction measures are not available for 2003
Computer facilities	89	86	88	
Academic advising	80	76	78	
Athletic/rec facilities	95	84	84	
Book store	77	80	77	
<b>Average, 5 services</b>	<b>86</b>	<b>83</b>	<b>83</b>	

**All Students, 2005 and 2002**

	2005			2002		
	Regina	All universities	Medium-sized	Regina	All universities	Medium-sized
Library	81	82	82	84	80	79
Computer facilities	87	85	83	79	79	77
Instructional facilities	86	80	78	81	77	73
Class size	94	88	87	94	86	85
Athletic/rec facilities	92	79	81	73	79	76
Book store	66	72	66	62	72	69
Social activities	86	83	79	87	86	81
Food services	84	62	59	83	63	60
Parking	35	39	38	30	36	29
<b>Average, 9 services</b>	<b>79</b>	<b>74</b>	<b>73</b>	<b>75</b>	<b>73</b>	<b>71</b>

Data sources: Annual reports and SPSS data files prepared for the Canadian Undergraduate Survey Consortium by PRA Inc. Percentages are based on those who offered a rating.

**Discussion**

In previous CUSC surveys, University of Regina students have reported higher levels of satisfaction than the average for all participating Canadian universities and for the group of mid-sized universities.

In the 2007 first-year student survey, satisfaction levels with the nine key student services, reported above, show the University of Regina exceeding the CUSC norms for these services as a group and for eight of the nine services individually. In addition, University of Regina student satisfaction has increased significantly since the last first-year survey with respect to athletic and recreational facilities, the bookstore, social activities, and access to computers.

First-year students at the University of Regina also reported higher levels of satisfaction with a number of special services. Among these are academic advising, career and personal counselling, student employment services, and services directed towards international students and students with disabilities.

- ii) This measure is based on the percentage of students in first-year studies who return to the University the following year to enrol in at least one course.

Measure and Multi-year Target	2006-07 Targets	Key Results
Retention rate from full-time year one to year two.  Increase to the median in the <i>Maclean's</i> national ranking.	Increase the retention rate to 80.2 per cent.	The retention rate was 74.6 per cent, 0.86 of the median.

#### University of Regina retention rate

	Retention Rate (Percentage)	Percentage of <i>Maclean's</i> median
2005-06	74.6	86
2004-05	77.2	88
2003-04	77.6	89
2002-03	75.9	88

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#### Discussion

The University continues to improve its support services for student success and to research the issue for possible successful interventions. A recent project has examined the retention and academic success of students whose principal language is not English. In addition to expanding services for students who are often most at risk, the University has established a Career Centre on campus since strong career goals improve student persistence. An Aboriginal Student Centre has been created and an online writing service has been introduced. Further initiatives have been funded for 2007-2008, including increased support for international students in the Faculty of Arts.

### Aim 6: Attract, encourage and develop exemplary faculty and staff

The University of Regina has a goal to be a preferred place to study and work. Our success in achieving our goals is dependent on the quality of our faculty and staff. Members of our community are our defining resource.

Measure and Multi-year Target	2006-07 Targets	Key Results
Faculty and staff retention and results of faculty and staff satisfaction surveys.	To be determined.	Not available.

#### Discussion

This portion of the University of Regina's performance measurement framework is under development. In 2007-2008 a survey of faculty and staff will be conducted. New human resources reporting software is being installed; it will permit the tracking of faculty and staff retention rates. Once the baseline data have been generated, multi-year and annual targets can be established.

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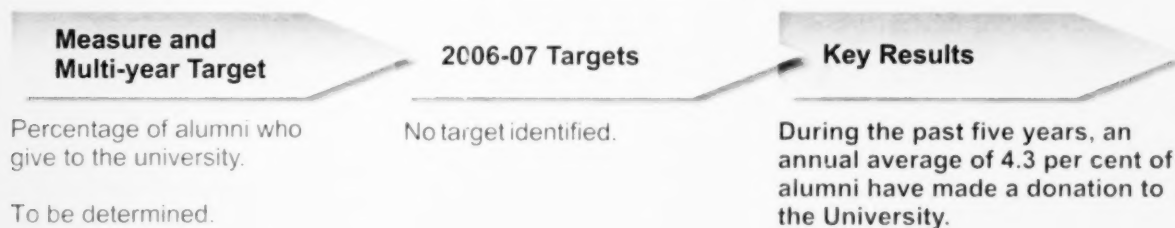
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## Aim 7: Enhance alumni commitment

This measure attempts to quantify the engagement of the University's alumni with the ongoing life of the institution. With the recent fundraising emphasis being the capital campaign, a specific target was not set for the measure. New measures and targets will be introduced in 2007-2008 (see below).



### Alumni donors as a percentage of alumni

2001-2006	4.3
2000-2005	4.0
1999-2004	4.3
1998-2003	4.3

Data sources: *Maclean's* magazine, annual university ranking issues. Results are published in the November for the previous year and thus are available only with a one year lag. This measure employs a five year total and is the ratio of alumni donors to alumni with known addresses.

### Discussion

During 2005-2006 the University of Regina expanded its alumni programming with a focus on lifelong learning and celebrating alumni achievements. The new Alumni Crowning Achievement Awards event focused on alumni from across Canada and around the world while campus events showcasing faculty research for an alumni audience were introduced. This programming will continue in 2007-2008.

Beginning in 2007-2008, three new measures with targets will replace the previous measure.

**New Measure:** Number of alumni participating in programs  
**Annual Target:** Increase the number of participants annually

The baseline figure for 2006-07 (2,854) has been established.

**New Measure:** Percentage of alumni maintaining valid contact information with the University  
**Multi-year (2009) Target:** 75 per cent  
**Annual (2008) Target:** 70 per cent

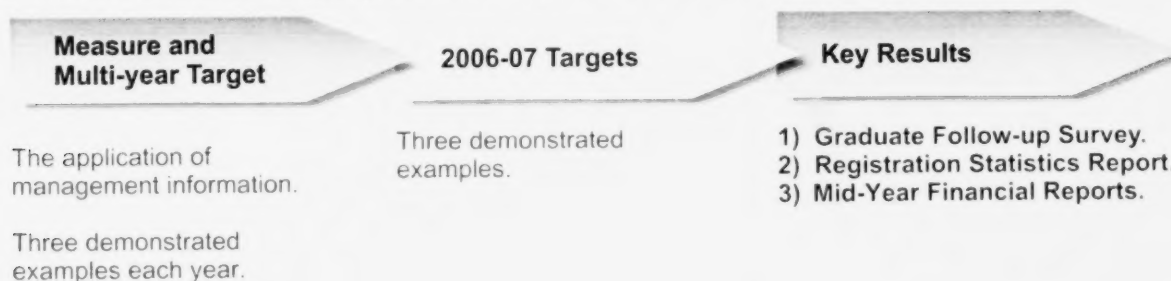
The baseline figure for 2006-07 (66 per cent) has been established.

**New Measure:** Percentage of alumni who give to the University.  
**Multi-year Target:** 4 per cent  
**Annual Target:** 2.5 per cent

The baseline figure for 2006-07 (1.64 per cent) has been established.  
 The calculation of this measure will be based on a single year and will exclude gifts given directly to the Federated Colleges, unlike the *Maclean's* calculation that was previously used.

## Aim 8: Improve on the use of management information

Results for this measure cannot be presented in a quantitative format.



### Discussion

1) Graduate Follow-up Survey: This study, which was conducted in late 2006 and early 2007 by Insightrix Research Services on behalf of Advanced Education and Employment with funding from Human Resources and Social Development Canada, surveyed graduates of the province's post-secondary educational institutions who received their degrees, diplomas or certificates in 2004 or in the 2004-2005 academic year. In addition to providing contact information for its graduates, University of Regina representatives participated in the design of the survey and the preparation of the resulting report. The purpose of the survey was to determine graduates' satisfaction with their post-secondary experiences and graduate employment outcomes approximately two years after graduation. Key findings regarding the University of Regina included the following:

- University of Regina graduates have the highest employment rate of any post-secondary institution in the province at 97.5 percent.
- 92.8 per cent of University of Regina graduates reported being satisfied or very satisfied with the quality of teaching in their programs, the highest percentage of all Saskatchewan institutions.
- 11.9 per cent of University of Regina graduates were of Aboriginal descent, second only to the Saskatchewan Indian Institute of Technologies.
- About 83 per cent of university and SIAST students reported that their jobs were related to the program from which they graduated and 90 per cent said their education was helpful in getting their current job.
- At the time of graduation, the average debt of University of Regina students was \$11,308; half of the University's graduates owed less than \$500.

A copy of the complete study is available at [www.aee.gov.sk.ca/graduate-outcomes](http://www.aee.gov.sk.ca/graduate-outcomes)

2) The Registration Statistics Report: The report tracks the number of registered students and the number of registered credit hours, by university faculty and by federated college. The report is issued every few weeks during the registration period for a semester, weekly, just prior and following the start of the semester, and then once at the end of semester. The report includes comparison to the same figures at a comparable date in each of the previous two years. Developed by the Office of Resource Planning, the report is distributed to deans, faculty administrators, registrars, senior financial staff, and senior administration at the University of Regina and all three federated colleges. The report provides a shared understanding of the progress of registrations compared to previous years. This has been valuable both for forecasting teaching loads and for proposing and evaluating measures to promote student enrolment.

3) Mid-Year Financial Reports: During 2006-2007, faculties and departments were required to submit mid-year financial reports projecting their current financial position at the University's April 30 fiscal year-end. The project's strategic objectives are to provide improved information for budget setting and to more accurately project the University's year-end financial position throughout the fiscal year. While numerous difficulties were encountered in the process during 2006-2007, the foundation has been laid for the process to improve in the coming years.

## Aim 7: Enhance alumni commitment

This measure attempts to quantify the engagement of the University's alumni with the ongoing life of the institution. With the recent fundraising emphasis being the capital campaign, a specific target was not set for the measure. New measures and targets will be introduced in 2007-2008 (see below).

Measure and Multi-year Target	2006-07 Targets	Key Results
Percentage of alumni who give to the university.  To be determined.	No target identified.	During the past five years, an annual average of 4.3 per cent of alumni have made a donation to the University.

### Alumni donors as a percentage of alumni

2001-2006	4.3
2000-2005	4.0
1999-2004	4.3
1998-2003	4.3

Data sources: *Maclean's* magazine, annual university ranking issues. Results are published in the November for the previous year and thus are available only with a one year lag. This measure employs a five year total and is the ratio of alumni donors to alumni with known addresses.

### Discussion

During 2005-2006 the University of Regina expanded its alumni programming with a focus on lifelong learning and celebrating alumni achievements. The new Alumni Crowning Achievement Awards event focused on alumni from across Canada and around the world while campus events showcasing faculty research for an alumni audience were introduced. This programming will continue in 2007-2008.

Beginning in 2007-2008, three new measures with targets will replace the previous measure.

**New Measure:** Number of alumni participating in programs  
**Annual Target:** Increase the number of participants annually

The baseline figure for 2006-07 (2,854) has been established.

**New Measure:** Percentage of alumni maintaining valid contact information with the University  
**Multi-year (2009) Target:** 75 per cent  
**Annual (2008) Target:** 70 per cent

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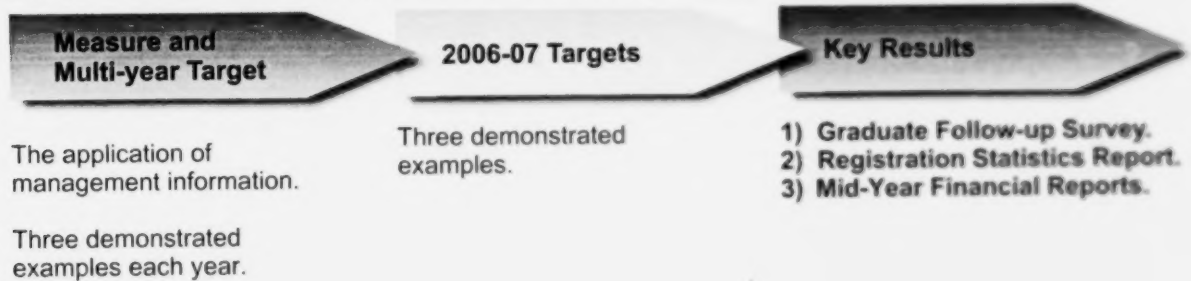
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## RESOURCES

Resources describes the use of the University's financial and physical means in the immediate and longer terms.

### Aim 9: Apply resources well

The following measure compares how the University allocates its operating funds among the various functions supported by the operating budget. Significant variations from the way in which other Canadian universities expend their annual resources merit detailed investigation.

Measure and Multi-year Target	2006-07 Targets	Key Results
<p>Comparison of operating expenditures to CAUBO norms.</p> <p>A close fit on expenditures per fulltime equivalent student and the various categories of expenditure (no significant differences).</p>	<p>Maintain or improve closeness of fit.</p>	<p>In 2003-2004, total operating expenditures per student were 4.5 per cent above the national norm while administrative expenses were 6.5 per cent above the norm.</p>

Data sources: The comparisons are derived from regression analysis of spending and enrolment data published for all Canadian universities by Statistics Canada. Data used are the most recent available.

#### Discussion

As with the differences reported for 2002-2003 in the University's 2005-2006 annual report, these differences are not statistically significant.

### Aim 10: Strengthen sustainability

The aim of sustainability has three dimensions. One, to diversify the financial resource base of the University, is measured by achievements in increasing the share of operating revenue that comes from sources other than the provincial operating grant and fees from Saskatchewan students. Another sustainability thrust addresses the condition of the physical plant and the University's ability to maintain the functionality and currency of its buildings and physical infrastructure. The third dimension is the University's fundraising success that builds endowments and other lasting assets.

i)

Measure and Multi-year Target	2006-07 Targets	Key Results
<p>Percentage of operating revenue from sources other than provincial operating grant and Saskatchewan students' fees.</p> <p>20 per cent.</p>	<p>20 per cent.</p>	<p>22 per cent.</p>



**Percentage of operating revenue from sources  
other than provincial operating grant and Saskatchewan students' fees**

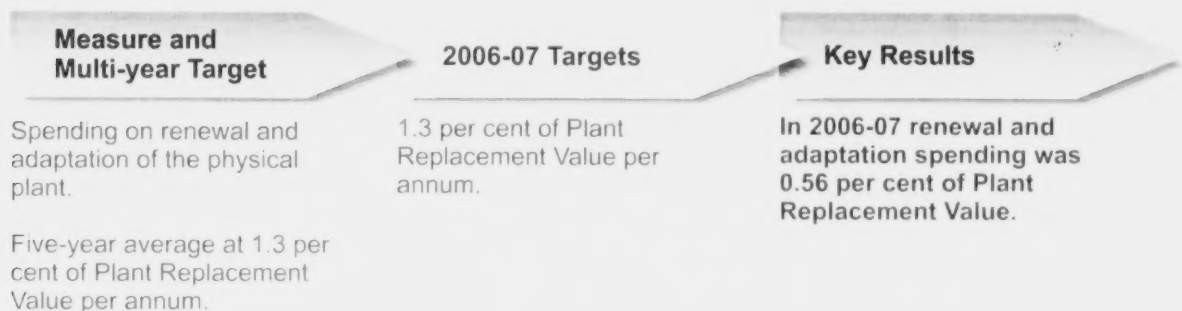
2006-07	22.0
2005-06	23.1
2004-05	22.6
2003-04	20.7

Data sources: This calculated figure is derived from financial data from Financial Services and credit hour data from the Office of Resource Planning.

### Discussion

The target was reached in 2003-2004 and the percentage has since increased as the result of growth in external recoveries and in international students. For 2006-2007, the increased rate of growth in the provincial grant to fund the freeze on tuition fees, as well as increases in the percentages of students from Saskatchewan at both the undergraduate and graduate levels, have resulted in a reduction in the measured performance. The target is still being exceeded.

ii)



**Spending on renewal and adaptation of the physical plant**

	Expenditures (\$ million)	Percentage of Plant Replacement Value
2006-07	\$5.0	0.56
2005-06	\$6.1	0.84
2004-05	\$4.3	0.70
2003-04	\$3.1	0.59
Four-year average		0.67%

Data source: Analysis provided by Physical Plant

### Discussion

The target, based on minimal industry standards for plant renewal and adaptation, is 1.3 per cent of Plant Replacement Value (PRV) per year on average. Given that many significant capital projects require substantial capital investment, the annual target may be exceeded in some years and not be attained in others. The significant target, therefore, is the five-year average.

Total plant renewal spending in 2006-2007 of \$5 million was composed of \$2.7 million for projects funded from the provincial sustaining capital grant, \$1.9 million for projects financed by borrowing, and \$0.4 million financed from other sources. The projects for which funds were borrowed included major utility improvements and renewal work in the Administration-Humanities Building. The 2006-2007 level of spending is well below the target for maintaining the current state of the plant, let alone addressing substantial deferred maintenance. While expenditures have risen in recent years, so has the replacement value of the University's physical plant as a result of increasing construction costs and the addition of several new buildings.

In 2007-2008, an increase in the provincial capital grants and federal government funding for specific projects will result in a significant increase in spending for plant renewal and adaptation.

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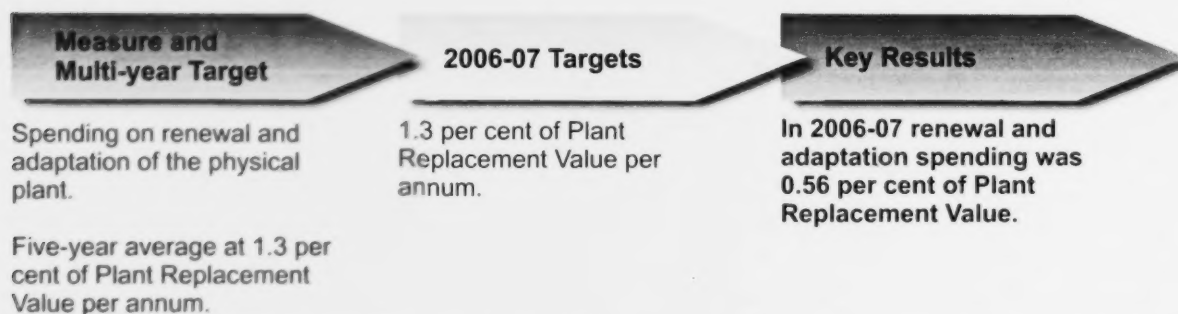
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In 2007-2008, an increase in the provincial capital grants and federal government funding for specific projects will result in a significant increase in spending for plant renewal and adaptation.

iii) Measure and Multi-year Target	2006-07 Targets	Key Results
<p>Complete successful fund-raising campaign and establish ongoing fundraising capacity.</p> <p>As defined in the <i>Building Dreams and Futures</i> documents and future plans.</p>	<p>As defined in the <i>Building Dreams and Futures</i> documents and future plans.</p>	<p><b>109 per cent of the \$75 million <i>Building Dreams and Futures</i> target has been reached and 45 per cent of \$25 million planned giving target reached.</b></p>

Data source: reports from External Relations on the progress of the *Building Dreams and Futures* campaign

### Discussion:

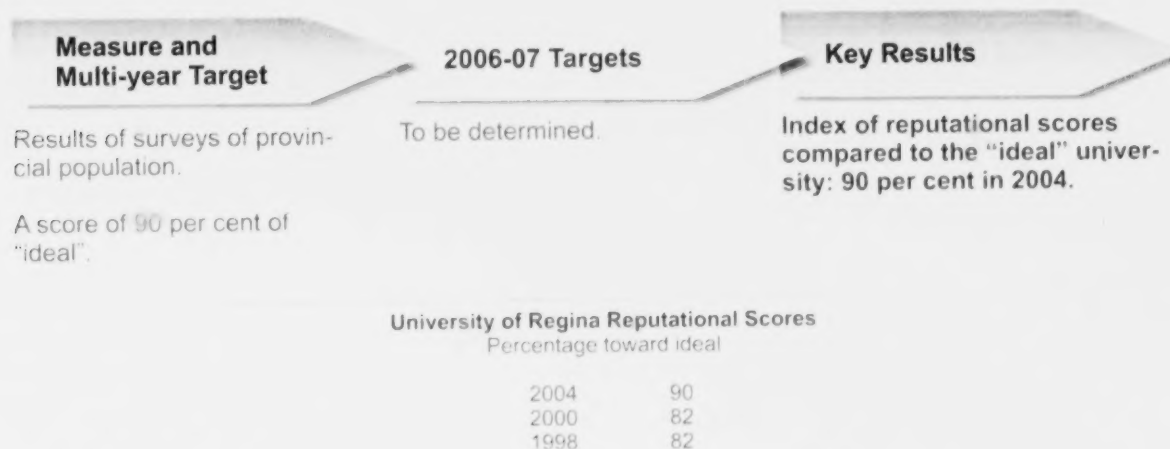
The *Building Dreams and Futures Campaign*, at the end of its five-year plan, has raised \$82,090,465, surpassing its target by more than \$7 million. In 2005-2006 a new target was added to the fundraising program: \$25 million of planned giving (from bequests, life insurance proceeds, etc.). Over \$11 million has been raised toward the planned giving target. The University recruited an Associate Vice-President, Development and Alumni Relations in 2006-2007 and is setting in place a permanent structure to continue the success begun with the campaign.

## EXTERNAL STAKEHOLDERS

External Stakeholders refers to the external communities with an interest in the University.

### Aim 11: Enhance the University's recognition and esteem

The University conducts occasional surveys of public opinion in Saskatchewan regarding the University's reputation and perceived performance. These surveys are not conducted annually because of cost and the slow rate of change of the results.



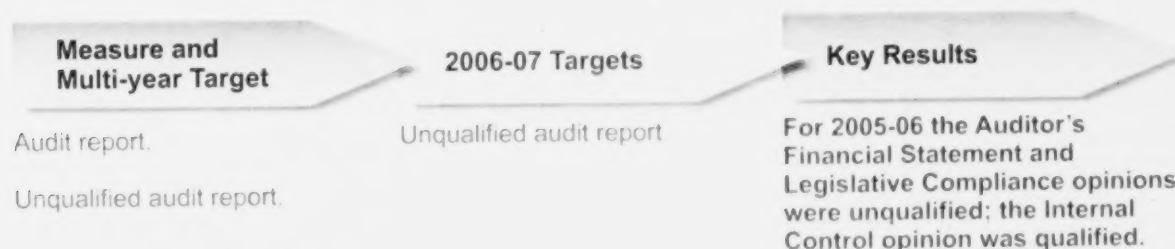
#### Discussion

The results are from three successive commissioned surveys of public opinion in Saskatchewan. The index combines evaluations of 10 aspects of university attributes and outcomes and compares the University of Regina's scores to the scores of an "ideal" university, according to those surveyed. The results show a significant improvement in the reputation of the University since 2000. The next survey will be conducted in 2007-2008.

### Aim 12: Demonstrate responsible management and governance

The University's external stakeholders can expect the University to demonstrate responsible management and governance in a number of ways.

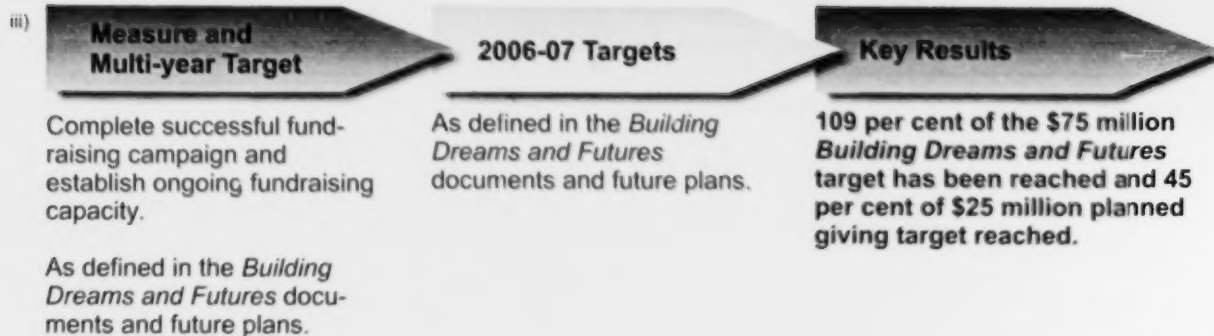
i)



#### Discussion:

Appropriate responses to audit opinions occur on a timely basis annually. The Audit and Risk Management Committee of the Board monitors this activity.

- ii) The University of Regina's Board of Governors annually reviews the most current version of the Toronto Stock Exchange's Best Practices Guidelines for Effective Corporate Governance to assess whether the Board's practices and structure are in material compliance with the guidelines.



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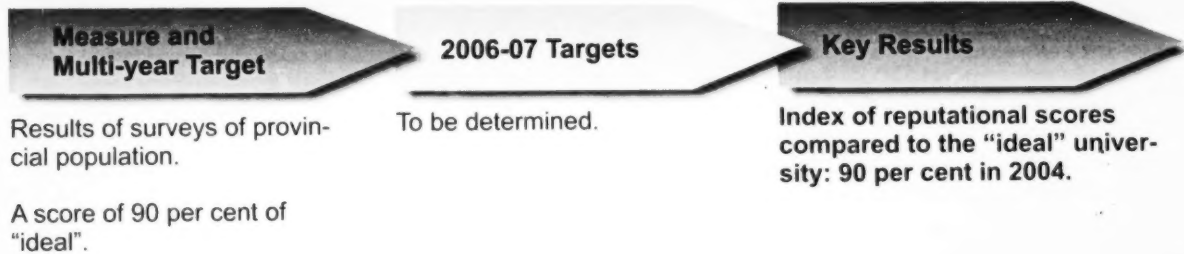
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**University of Regina Reputational Scores**  
Percentage toward ideal

2004	90
2000	82
1998	82

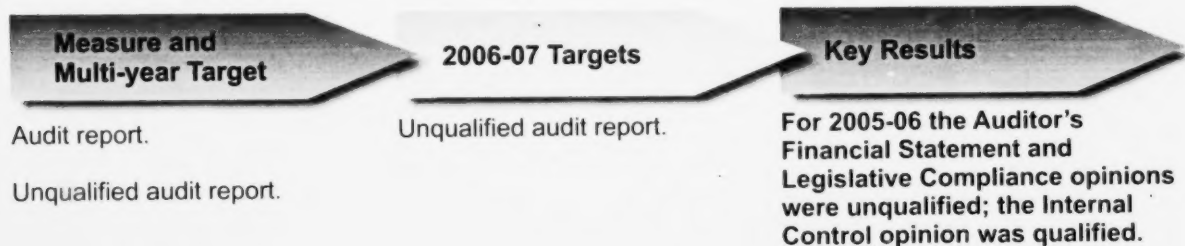
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Measure and Multi-year Target	2006-07 Targets	Key Results
Compliance with adapted TSX corporate governance guidelines. Full compliance.	Full compliance.	Material compliance.

Data source: Board of Governors minutes and agenda material, July 17, 2007

#### Discussion:

In 1994 the Toronto Stock Exchange (TSX) sponsored a study of Canadian corporate governance resulting in 14 recommendations that were adopted as Best Practices Guidelines for Effective Corporate Governance. TSX listed companies must disclose annually the extent to which they comply with these guidelines. These guidelines were modified as a result of a subsequent study (Beyond Compliance: Building a Governance Culture) undertaken in 2001 by the Joint Committee on Corporate Governance chaired by Guylaine Saucier, known as The Saucier Report, and some practice notes were added for clarification.

The University of Regina is not a publicly traded company listed with the TSX. In the absence of similar guidelines for public institutions of higher learning, the University of Regina Board of Governors has decided to assess itself against the current version of the TSX guidelines and describe its degree of compliance as a sound governance practice.

In summary, and keeping in mind that the TSX guidelines are not a perfect fit for the University, the Board is in material compliance with the guidelines.

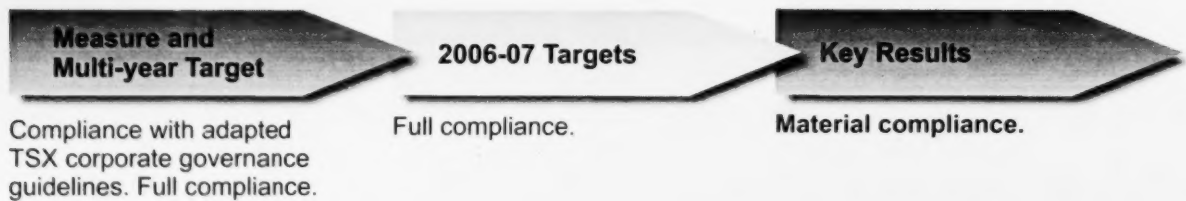
## Aim 13: Build and maintain beneficial partnerships and relationships

The University engages with a variety of partners from the private, public and voluntary sectors to advance its education and research mission and serve its various communities.

Measure and Multi-year Target	2006-07 Targets	Key Results
Three demonstrated examples each year.	Three demonstrated examples of successful partnerships.	<ol style="list-style-type: none"> <li>1) SpringBoard West Innovations Inc.</li> <li>2) United Nations Regional Centre of Expertise for Sustainable Education</li> <li>3) Mayor's Task Force on Regina's Future</li> </ol>

#### Discussion

- 1) Partnership with SpringBoard West Innovations Inc.: The University of Regina's latest partnership, with SpringBoard West Innovations, harnesses the imagination of researchers and entrepreneurs, helping them turn great ideas into tangible products for the international marketplace. SpringBoard West Innovations Inc. is a non-profit organization that commercializes Saskatchewan ideas and innovation into marketable products and services with the ultimate goal of driving economic development in the province. SpringBoard was developed in collaboration with Saskatchewan Industry and Resources (SIR), Western Economic Diversification, Regina Regional Economic Development Authority, Saskatchewan Opportunities Corporation and industry representatives. SpringBoard will initially focus on areas that complement the work being done by the University in energy, environment and informatics with plans to expand into other areas.



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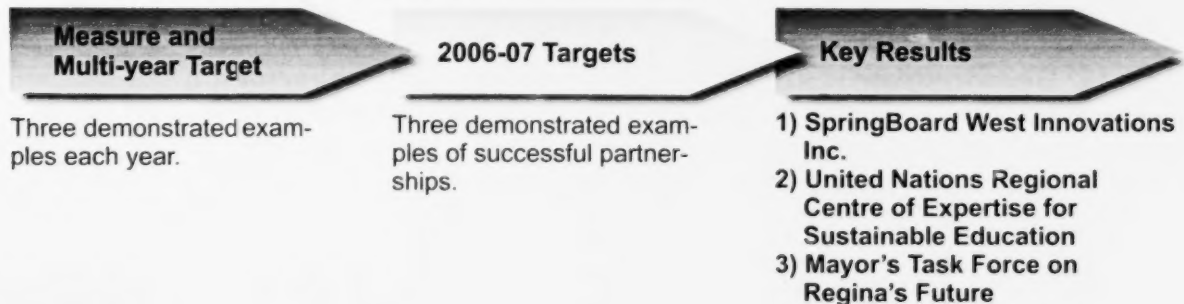
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- 2) United Nations Regional Centre of Expertise for Sustainable Education: In March, the United Nations University designated the Regina-Craik-Saskatoon corridor as a Regional Centre of Expertise (RCE). The corridor is now recognized by the United Nations as a region within which different Saskatchewan organizations will work together to research, develop and deliver educational programs related to environment and sustainable development. Partnered with the University of Regina, RCE Saskatchewan has identified regionally relevant issues on which to focus research and educational activities: climate change, health, farming and local food production, consumption and waste minimization, reconnecting to natural prairie ecosystems, supporting and bridging cultures for sustainable living and community building, and sustainable infrastructure including water and energy.
- 3) Mayor's Task Force on Regina's Future: Shaping Regina was put in place to bring together groups of people to create a more sustainable city and inspire change over the next 100 years. The University of Regina has partnered with the Task Force and is committed to Regina's social, economic and environmental sustainability. Shaping Regina is helping to mobilize people as a cohesive group, to take advantage of Regina's growing opportunities while ensuring we are making responsible decisions with the resources available to us.

## **ENTERPRISE RISK MANAGEMENT**

In February 2006 an Enterprise Risk Manager was recruited to the University. This new position was created in response to a study done for the University by KPMG in 2004. The KPMG report recommended that the University implement a formal enterprise risk management (ERM) function to coordinate all risk management activities, identify new risks as they emerge, and provide assurance that no major risk is overlooked. The Enterprise Risk Manager undertook as her first responsibility the development and implementation of an Enterprise Risk Management Policy and an Enterprise Risk Management Framework.

Building on the identification of risks in the 2004 KPMG study, during the latter half of 2006 the Enterprise Risk Manager sought to understand the status of these risks, as well as identify any new or emerging risks. Risk identification was done through a series of one-on-one interviews with deans, directors, senior administrators and other key personnel at the University. A total of 41 risks were identified. The result was an inherent and residual ranked risk register. The highest residual risks facing the University of Regina were determined to be:

## Risk Description (Residual)

Student Enrolment — failure to sustain or grow the current traditional student population.
Change Management — failure to respond expediently to competitive pressures and/or complete projects.
Reputation Risk — potential loss in University reputation that could lead to negative publicity, loss of revenue, costly litigation, a decline in student population, or the exit of key faculty and employees.
Government — a reduction in funding and/or ongoing pressure to freeze tuition.
Faculty Retention — failure to retain faculty.
Fundraising — failure to raise funds through campaigns, alumni, donations, etc.
Student Experience — failure to provide a student experience that supports the strategic objectives of the University.
Brand — failure to plan and establish a focused brand for the University.
External partners — risk of sustained or severed external partnership.

Over the next year, the University will build on what is already being done to address these high residual risks, using the Enterprise Risk Management framework to identify a risk owner(s) who will recommend a risk response that is in keeping with the University's risk tolerance, implement the risk management (mitigation) strategy, determine key risk indicators, and inform and communicate as required to the University community.

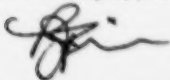
In the meantime, a number of the aims of the Performance Measurement Framework encourage and monitor progress with respect to the high risks. As well, a number of projects that directly address these risks have been resourced in the 2007-2008 University budget. These projects include a branding project, the development of a strategic enrolment management plan, studies on the potential of new programming to attract additional enrolments by responding to unmet student interest, an updated reputational survey, and an employee satisfaction survey.

## University of Regina

### Management Responsibility

For the Year Ended April 30, 2007

Management of the University of Regina is responsible for the integrity of the financial data reported for the University and for determining the nature and extent of the information reflected in the summarized financial statements. The following summarized financial statements have been derived from the complete audited financial statements prepared in accordance with generally accepted accounting principles as set out by the Canadian Institute of Chartered Accountants (CICA), which have been consistently applied.



R. James Tomkins  
President and Vice-Chancellor



David B. Button  
Vice-President (Administration)

Date: July 6, 2007

### Auditor's Report on Summarized Financial Statements

For the Year Ended April 30, 2007

To the Members of the Legislative Assembly of Saskatchewan

The accompanying summarized statement of financial position and statements of operations and changes in fund balances and cash flows are derived from the complete financial statements of the University of Regina as at April 30, 2007 and for the year then ended on which I expressed an opinion without reservation in my report dated July 6, 2007. The fair summarization of the complete financial statements is the responsibility of management. My responsibility, in accordance with the applicable Assurance Guideline of The Canadian Institute of Chartered Accountants, is to report on the summarized financial statements.

In my opinion, the accompanying financial statements fairly summarize, in all material respects, the related complete financial statements in accordance with the criteria described in the Guideline referred to above.

These summarized financial statements do not contain all the disclosures required by Canadian generally accepted accounting principles. Readers are cautioned that these statements may not be appropriate for their purposes. For more information on the entity's financial position, results of operations and cash flows, reference should be made to the related complete financial statements.



Fred Wendel, CMA, CA  
Provincial Auditor

Regina, Saskatchewan  
July 6, 2007

Copies of the full audited financial statements and notes are available by calling Financial Services at (306) 585-4979, or by visiting our website at <http://www.uregina.ca/fs> and choosing the 'Financial Statements' link.

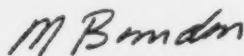
## University of Regina

## Summarized Statement of Financial Position

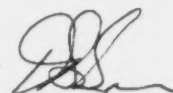
As at April 30, 2007

(in thousands of dollars)

	General	Restricted	Endowment	Total	Total 2006
<b>Current Assets</b>					
Cash	\$ (2,729)	\$ 1,415	\$ -	\$ (1,314)	\$ 339
Accounts receivable	5,471	14,170	-	19,641	19,435
Inventories	2,478	-	-	2,478	2,249
Prepaid expenses	870	81	-	951	815
Short-term investments	1,057	49,825	-	50,882	39,385
	<u>7,147</u>	<u>65,491</u>	<u>-</u>	<u>72,638</u>	<u>62,223</u>
<b>Long-Term Assets</b>					
Long-term investments	-	17,107	20,246	37,353	33,158
Long-term loan receivable	-	1,031	-	1,031	1,175
Accrued pension benefit asset	33,637	-	-	33,637	16,773
Capital assets	-	198,613	-	198,613	188,140
	<u>33,637</u>	<u>216,751</u>	<u>20,246</u>	<u>270,634</u>	<u>239,246</u>
	<u>\$ 40,784</u>	<u>\$ 282,242</u>	<u>\$ 20,246</u>	<u>\$ 343,272</u>	<u>\$ 301,469</u>
<b>Current Liabilities</b>					
Accounts payable and other accrued liabilities	\$ 9,895	\$ 2,789	\$ -	\$ 12,684	\$ 12,544
Deferred income	277	11	-	288	518
Current portion of long-term debt	-	1,845	-	1,845	1,744
	<u>10,172</u>	<u>4,645</u>	<u>-</u>	<u>14,817</u>	<u>14,806</u>
<b>Long-Term Liabilities</b>					
Long-term debt	-	58,656	-	58,656	60,501
Due to (from) other funds	(482)	482	-	-	-
Accrual for employee future benefits	1,541	-	-	1,541	1,550
	<u>1,059</u>	<u>59,138</u>	<u>-</u>	<u>60,197</u>	<u>62,051</u>
<b>Fund Balances</b>					
Externally restricted funds	-	41,846	20,246	62,092	54,049
Internally restricted funds	26,180	6,082	-	32,262	22,065
Invested in capital assets	-	170,531	-	170,531	153,905
Unrestricted funds	3,373	-	-	3,373	(5,407)
	<u>29,553</u>	<u>218,459</u>	<u>20,246</u>	<u>268,258</u>	<u>224,612</u>
	<u>\$ 40,784</u>	<u>\$ 282,242</u>	<u>\$ 20,246</u>	<u>\$ 343,272</u>	<u>\$ 301,469</u>



Chair, Board of Governors



Vice-President (Administration)

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## University of Regina

## Summarized Statement of Operations and Changes in Fund Balances

For the Year Ended April 30, 2007

(in thousands of dollars)

	General	Restricted	Endowment	Total	Total 2006
<b>Revenues</b>					
Grants and contracts					
Government of Canada	\$ 1,841	\$ 10,882	\$ -	\$ 12,723	\$ 13,864
Government of Saskatchewan	68,758	35,838	-	104,596	74,419
Other	690	3,447	-	4,137	4,165
Student fees	39,538	-	-	39,538	38,749
Contributions, gifts, donations and bequests	982	6,094	142	7,218	4,505
Sales of services and products	20,750	957	-	21,707	22,535
Income from investments	109	4,316	1,541	5,966	4,393
Miscellaneous income	1,696	363	-	2,059	2,544
Income from operating leases	-	54	-	54	54
	<u>134,364</u>	<u>61,951</u>	<u>1,683</u>	<u>197,998</u>	<u>165,228</u>
<b>Expenses</b>					
Salaries					
Academic	42,594	799	-	43,393	42,145
Other	41,750	3,985	-	45,735	43,788
Employee benefits	(5,919)	280	-	(5,639)	10,104
Operational supplies and expenses	9,649	2,689	3	12,341	12,270
Travel	3,003	1,596	-	4,599	4,702
Cost of goods sold	4,416	-	-	4,416	4,697
Equipment, rental, maintenance & renovations	7,021	1,230	-	8,251	7,493
Utilities	6,094	63	-	6,157	6,390
Amortization of capital assets	481	18,010	-	18,491	17,685
(Gain) Loss on disposal of capital assets	(1)	562	-	561	645
Scholarships, bursaries and prizes	4,609	7,015	2	11,626	10,417
Interest	2,852	779	-	3,631	3,501
Wascana Centre Authority levy	607	-	-	607	572
Bad debt expense	174	7	2	183	2,286
	<u>117,330</u>	<u>37,015</u>	<u>7</u>	<u>154,352</u>	<u>166,695</u>
Net revenues (expenses)	17,034	24,936	1,676	43,646	(1,467)
Interfund transfers	2	(353)	351	-	-
Net increase (decrease) in fund balances for year	17,036	24,583	2,027	43,646	(1,467)
Fund balances, beginning of year	12,517	193,876	18,219	224,612	226,079
Fund balances, end of year	<u>\$ 29,553</u>	<u>\$ 218,459</u>	<u>\$ 20,246</u>	<u>\$ 268,258</u>	<u>\$ 224,612</u>

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## University of Regina

## Summarized Statement of Cash Flows

For the Year Ended April 30, 2007

(in thousands of dollars)

	General	Restricted	Endowment	Total	Total 2006
<b>Operating Activities</b>					
Net revenues (expenses)	\$ 17,034	\$ 24,936	\$ 1,676	\$ 43,646	\$ (1,467)
Add back items not affecting cash:					
Amortization of capital assets	481	18,010	-	18,491	17,685
Unrealized (gains) on mutual funds	-	(1,948)	(1,215)	(3,163)	(2,160)
(Gain) Loss on disposal of capital assets	(1)	562	-	561	645
Donated shares	-	(1,792)	-	(1,792)	-
(Increase) decrease in non-cash working capital	(1,876)	1,220	-	(656)	1,456
(Increase) decrease in accrued pension benefit asset	(16,864)	-	-	(16,864)	(1,560)
(Decrease) Increase in long-term accrual for employee future benefits	(10)	-	-	(10)	127
Cash (used in) generated by operating activities	(1,236)	40,988	461	40,213	14,726
<b>Investing Activities</b>					
Purchases of investments	(73)	(94,190)	(930)	(95,193)	(58,072)
Sales of investments	7,983	76,354	118	84,455	67,375
Purchases of capital assets:					
Buildings	(268)	(23,819)	-	(24,087)	(12,272)
Site improvements	-	(354)	-	(354)	(818)
Furnishings and equipment	(1,979)	(1,683)	-	(3,662)	(7,668)
Software	(53)	-	-	(53)	(2)
Library resources	(1,383)	-	-	(1,383)	(1,663)
Sale of capital assets:					
Furnishings	15	-	-	15	-
Cash generated by (used in) investing activities	4,242	(43,692)	(812)	(40,262)	(13,120)
<b>Financing Activities</b>					
Issuance of long-term debt	-	-	-	-	1,800
Repayment of long-term debt	-	(1,744)	-	(1,744)	(1,571)
Increase in long-term loan receivable	-	(23)	-	(23)	(10)
Repayment of long-term loan receivable	-	163	-	163	130
Issuance of internal loans	(122)	122	-	-	-
Repayment of internal loans	(100)	100	-	-	-
Cash (used in) generated by financing activities	(222)	(1,382)	-	(1,604)	349
Net change in cash	2,784	(4,086)	(351)	(1,653)	1,955
Interfund Adjustments	3,190	(3,541)	351	-	-
Cash, beginning of year	(8,703)	9,042	-	339	(1,616)
Cash, end of year	\$ (2,729)	\$ 1,415	\$ -	\$ (1,314)	\$ 339

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**University of Regina****Summarized Notes to the Financial Statements**

For the Year Ended April 30, 2007

(in thousands of dollars)

**1. Summarized Significant Accounting Policies**

The University follows the restricted fund method of accounting for contributions. As such, resources are classified for accounting and reporting purposes into funds in accordance with specified activities or objectives. The University has classified accounts with similar characteristics into major funds as follows:

- i) The General Fund accounts for the University's program delivery, service and administrative activities, that are funded by tuition and related fees, government grants and other income. It also includes the University's self-funding fee-for-service Ancillary funds and the Special Project funds used to track revenues and expenditures for consulting, training, time-limited and other projects. The General Fund also holds the accrued pension benefit asset related to the three University-sponsored defined benefit pension plans: The Pension Plan for the Academic and Administrative Employees of the University of Regina, the University of Regina Non-Academic Pension Plan, and the University of Regina Supplementary Executive Retirement Plan.
- ii) The Restricted Fund reports grants, gifts, interest and rental income used to acquire capital assets and repay long-term debt on certain capital assets. It also includes grant and contract income and expenses specifically identified for research or related activities as restricted by granting agencies, research institutes and other public and private organizations. The Restricted Fund also holds in trust externally restricted resources that may be used in their entirety within the restrictions established by the provider of the funds, which are generally for the provision of scholarships or annual lectures.
- iii) The Endowment Fund reports resources contributed for endowment. Restrictions placed on the fund by the original provider preclude the original fund balance from being spent.

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## For More Information

For more information on the University of Regina, visit our web site at: [www.uregina.ca](http://www.uregina.ca)

Or, for further information contact:

Office of Resource Planning  
Administration Humanities Building, Room 509  
University of Regina  
Regina, Saskatchewan  
S4S 0A2  
Telephone: (306) 585-5289  
Fax: (306) 585-5255

Financial Services  
Administration Humanities Building, Room 205  
University of Regina  
Regina, Saskatchewan  
S4S 0A2  
Telephone: (306) 585-4979  
Fax: (306) 585-5140

## UNIVERSITY BOARD OF GOVERNORS

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Public representative

**Garth Fredrickson**

Past-Chair  
Senate representative

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President and Vice-Chancellor  
(From March 26, 2007)

**Robert Hawkins**

President and Vice-Chancellor  
(To December 21, 2006)

**Allan Cahoon**

Interim President and Vice-Chancellor  
(From December 22, 2006 to March 25, 2007)

**Barbra Bell**

Vice-Chair  
Senate representative

**Arthur Wakabayashi**

Chancellor

**Terry Allen**

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**Susan Barber**

Public representative

**Dwight Nelson**

Public representative

**Jeanne Shami**

Faculty representative

**Amanda Smytaniuk**

President of the U of R Students' Union

**Berny Wiens**

Public representative

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President and Vice-Chancellor  
(From March 26, 2007)

### **Allan Cahoon**

Interim President and Vice-Chancellor  
(From December 22, 2006 to March 25, 2007)

### **Robert Hawkins**

President and Vice-Chancellor  
(To December 21, 2006)

### **Annette Revet**

University Secretary  
(From January 1, 2007)

### **Brenda Righetti**

University Secretary  
(To December 31, 2006)

### **George Maslany**

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(From January 1, 2007)

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Vice-President (Academic)  
(To December 31, 2006)

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Associate Vice-President (Academic)  
(To July 31, 2006)

### **Ron Byrne**

Associate Vice-President (Student Affairs)

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Dean of Arts

### **Garnet Garven**

Dean of Business Administration

### **Harvey King**

Acting Director, Centre for Continuing Education  
(From January 1, 2007)

### **Marilyn Miller**

Director, Centre for Continuing Education  
(To December 31, 2006)

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Acting Dean of Education  
(From July 1, 2006)

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Dean of Education  
(To June 30, 2006)

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Dean of Engineering

### **Sheila Petty**

Dean of Fine Arts

### **Dominique Sarny**

Director, Institut français

### **Craig Chamberlin**

Dean of Kinesiology and Health Studies

### **Carol Hixson**

University Librarian  
(From September 25, 2006)

### **William Howard**

University Librarian  
(To September 24, 2006)



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Dean of Science

**David Schantz**  
Dean of Social Work  
(From August 1, 2006)

**David Gauthier**  
Acting Vice-President (Research and International)  
(From March 26, 2007)

Associate Vice-President (Research)  
(To February 28, 2007)

**Allan Cahoon**  
Vice-President (Research and International)  
(To March 25, 2007)

**Malcolm Wilson**  
Director, Energy and Environment

**Rod Kelln**  
Dean of Graduate Studies and Research

**Alain Boutet**  
Director, International Co-operation  
and Development  
(To January 5, 2007)

**Dave Button**  
Vice-President (Administration)  
(From July 1, 2006)

Associate Vice-President  
(Facilities and Planning)  
(To June 30, 2006)

**Kathryn Laurin**  
Acting Vice-President (Administration)  
(To June 30, 2006)

**Nelson Wagner**  
Associate Vice-President  
(Facilities and Planning)  
(From August 14, 2006)

**Dale Schoffer**  
Associate Vice-President  
(Finance)

**Kelly Kummerfield**  
Associate Vice-President  
(Human Resources)

**Michael MacLean**  
Dean of Social Work  
(To June 30, 2006)

**Ian Bailey**  
Director, University-Industry Liaison Office  
(From August 1, 2006)

**Bob Schad**  
Acting Director, University-Industry  
Liaison Office  
(To July 31, 2006)

Acting Director, International  
Co-operation and Development  
(From January 6, 2007)

**Annette Revet**  
Enterprise Risk Manager  
(To December 31, 2006)

**David Wilson**  
Director, Information Services

**Brian Christie**  
Director, Resource Planning

**Barbara Pollock**

Vice-President (External Relations)

**Adrienne Nolan**

Associate Vice-President, Donor and Alumni Relations  
(From January 15, 2007)

**Christal Lintott**

Director, Administrative Services

**Paul Corns**

Director, Communications

## **FEDERATED COLLEGE PRESIDENTS**

### **Campion College**

Father Benjamin Fiore

### **Luther College**

Bruce Perlson

### **First Nations University of Canada**

Charles Pratt

(From March 1, 2007; Interim to February 28, 2007)



